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ABSTRACT

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are the results of reading tests, the aims of bilingual education, a report on a slide series related to life in the St. John Valley, and many photographs of activities at Project Brave. The text is in English and French. (SK)

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PROJECT BRAVE

BULLETIN

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WORLD CULTURES

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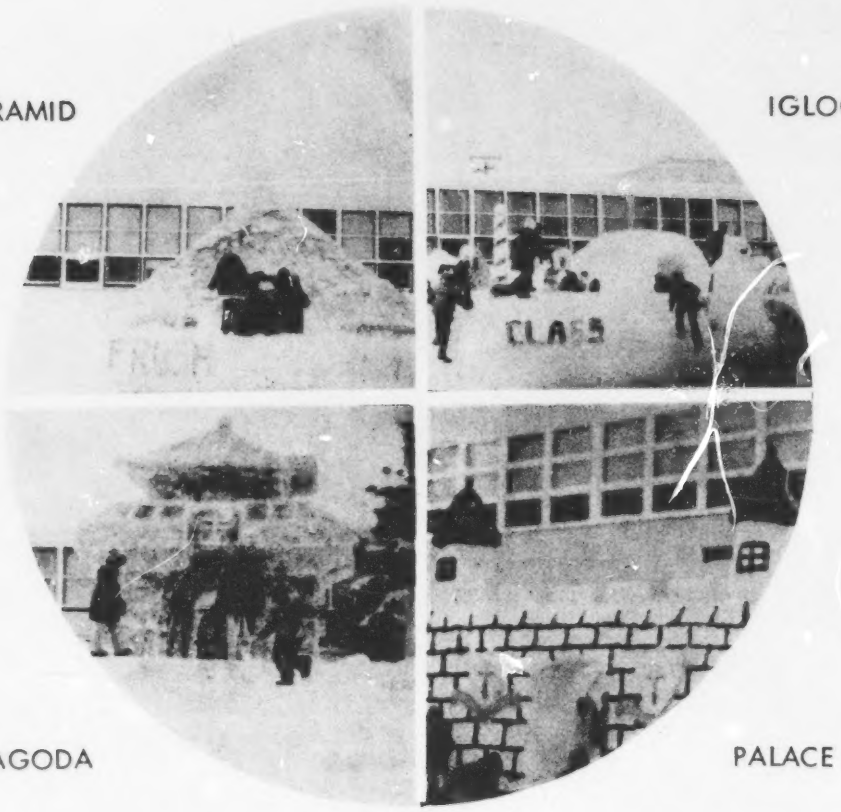

PAGODA

PALACE

Van Buren District High School

Snow Sculptures

SPONSORED BY TITLE VII ESEA

St. John Valley, Maine

Vol. III, No. 4

FL005 143

ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

Omer Picard, Director
Gil Hebert, Evaluator
Normand Dube, French Consultant
Sr. Sharon Leavitt, Curriculum Coordinator and Brave Bulletin Editor

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FROM THE PEN OF ALINE BOUCHARD - MADAWASKA

Tile VII System Coordinator

WHAT WE OWE OUR CHILDREN

A community that can open its mind to new ideas and accept that others can be right is a growing community.

Here in the St. John Valley, most of our children speak two languages in their homes. Wouldn't it be taking something away from them if they were refused the advantages of a bilingual education? With this in mind, shouldn't we do everything possible to preserve this bilingual asset of our students?

Ultimately, the Title VII Bilingual Project in the schools has had (and still has) the same intentions as in the past:

1. To improve each child's self-concept.
2. To improve the children's attitudes.
3. To provide children with an ever increasing competence in the use of two languages.
4. To promote a better understanding of and facility with, the use of the English language.
5. To enrich the students' English language through the use of the children's native language.

Since Title VII is still a growing movement, it cannot at any time be approached without preparation. We know, as educators, that we are dealing with very precious possessions and this we owe to the parents.

Should this place called "school" be lonely and boring? Or, should it be friendly, exciting and a home away from home?

With all the French and English materials provided by the Title VII Bilingual Project, along with our regular language arts materials, teachers have been better able to maintain the individuality and originality of the learner. New methods of evaluation have helped to see where learning left off and which direction to take children toward new learning.

Through the use of all the audio-visual aids -- language masters, cassettes, typewriters, kits, etc., teachers have organized interest centers which allow individuals to work according to their own abilities. The environment is made desirable and a learner is attracted to it. The school provides a structure in which students can learn from each other and such group interaction is very important if learning is to take place.

A good program has to be built around some freedom, some discipline, and furthermore, built around trust and compassion if the emphasis is to be upon a child's own way of learning.

Has the bilingual program helped? Ask yor precious possessions — your children — for they have the answers.

LOOK AT THE SLIDES!

With the French Social Studies' focus on Maine and New Brunswick in the third grade, much time has been spent by teachers and Title VII staff on preparing appropriate materials for the students' learning experience.

The main resources developed to date are the Mon Pays booklets (3), a series of crossword puzzles, transparencies (24) for skills acquisition in French and a game called ACADIE.

Now we are adding a comprehensive slide series related to life in the Saint John Valley, Maine and New Brunswick. The series which includes over 550 slides was photographed by Lorraine Berube and Donald Albert over a five-month period.

Every slide has been catalogued into general categories. The categories were devised for easy use in areas of learning in the Social Studies Program. However, the slides may be integrated into any area of the third grade curriculum such as English, art, geography, or history.

The largest category, made up of over 130 slides, depicts life in the Saint John Valley. Situations illustrated in the group include such activities as housing, construction, sports, businesses or farming.

The complete series is divided into the following areas of interest:

Madawaska
Communication
Fraser Paper Mill
Jade East
Edmundston
Van Buren
Lewiston
Bar Harbor
Portland
Frenchville Airport
Allagash Region
Fort Kent
Augusta
Bangor

At a future date, the series will be expanded to include other landmark towns and cities in Maine and New Brunswick. A big task remains to set up a cross-reference file for a more comprehensive and flexible use of the series.

Happy viewing to students and teachers!

Norm Dube
French Consultant

WHY JOHNNY CAN READ

This year, as promised, a positive effort has been made to give all the aid possible to helping students read better. As those who are sick need to visit the doctor for examinations once in a while, so students need to have their reading ability examined periodically.

First, second and third grade teachers were asked if they saw the need of a reading test in order to see the strong and weak points of each student. The teachers agreed unanimously to this suggestion, for they are most interested in helping students learn to read as fast and as well as possible.

First Grade Reading Test

Because first graders are (on the whole) just beginning to read — students who were meeting difficulty were referred to the curriculum coordinator for an individualized reading readiness test. Teachers were then enlightened concerning the strengths and weaknesses of these students and supplied with the extra materials (if they did not have them already) to help students learn to read.

Second Grade Reading Test

The second grade students were given the "Durrell Listening-Reading Test." What is very interesting about this test is that it gives the child's ability to listen to and understand spoken English. This is referred to as the child's potential. The second section deals with the child's reading ability. By comparing both scores, teachers can see if the student's reading is keeping up with his listening power (or vice versa).

The most encouraging part is that of the 130 second graders who took the listening-reading test, the average grade level for listening is 3.0 (to be up to grade level, only 2.4 was needed). The section on reading came out right on grade level with the average grade level of 2.4.

Our bilingual students are surely not handicapped in any way in learning English according to these test results!

Third Grade Reading Test

The reading test given to the third grade students (whom the teachers felt were able to) were given one of the most complete reading tests available. Results told us their ability to understand what they read, their knowledge of vocabulary and finally how well they could attack words and use phonics.

The average reading level of the 128 third grade students tested in January was 3.1. The skills section (word attack and phonics) were most encouraging also, because the results of the vast majority of the students tested proved that they have mastered these skills.

The indication to the teachers, in most cases, was that it is time to stress vocabulary and reading for understanding. This change of direction usually takes place in the third grade, as it did in our classes. Children should be encouraged to read library books for there is no better way to build up reading ability than by reading for pleasure. We now have an even better idea of the reading ability of the children in our bilingual program.

If any parents would desire more information about their child's progress in reading, I know that the teachers will be more than happy to discuss your child with you.

Sr. Sharon Leavitt
Curriculum Coordinator

SEE YOURSELF

A major emphasis of any project in education is that of assisting teachers to develop more fully their capabilities as teachers. The St. John Valley Bilingual Program has two on-going programs that attempt to do just that. Both deal with how a teacher conducts herself in a learning situation. One is called "micro-teaching" and the other, classroom visitation. In the first situation, the teacher looks at herself. In the second, she observes another classroom.

Micro-teaching is achieved by video-taping. The teacher lets herself be filmed so she may review her behavior towards the children while teaching a class. The teacher may want to look at how she asks questions, how she responds to answers, how she reacts to various students, how she gives directions, etc. Micro-teaching allows the teacher to evaluate how effective she is with children.

The classroom visitation program provides for another teacher to give feedback on what was seen while visiting a classroom other than her own.

Both these programs are conducted to provide teachers with "real" information on how they are related to the learning that occurs in their classroom. Their method of teaching is looked at from the students' point of view. This is not carried on to determine whether one is a "good" teacher but rather to let teachers determine more objectively if they should change a particular method of working with children.

Omer Picard
Director

PARENT SURVEY

Last December, some parents of the Title VII kindergarten students helped to administer the kindergarten parent attitude questionnaire. The Title VII Advisory Council members and teachers asked those parents throughout the three communities to go to the children's homes and help clarify any questions that the parents might have concerning the attitude questionnaire.

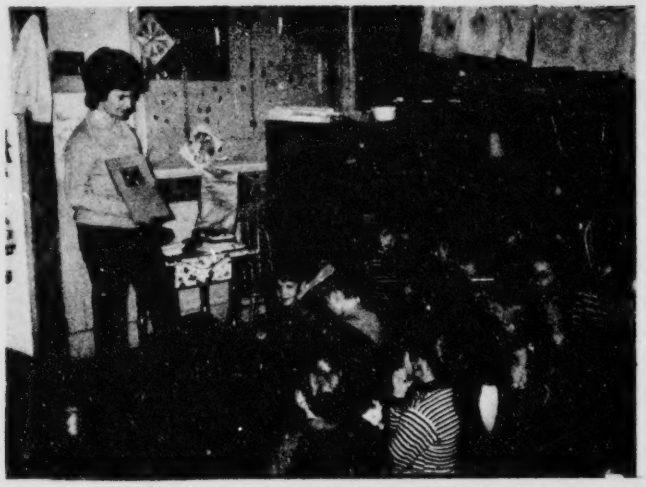
The results of the questionnaire are very positive. The majority of the parents of the three communities felt that their children were getting a very good education and said that Title II seems to be helping their children have a better self-image. They also felt that knowing both English and French is a great advantage and that their children seem to be very happy in school. The above statements are but a sample of the questions that the kindergarten parents were asked to comment on.

Thanks to all the parents who helped distribute the questionnaire for a job well done.

Gil Hebert
Evaluator

Communication Begins Between Maine And Louisiana

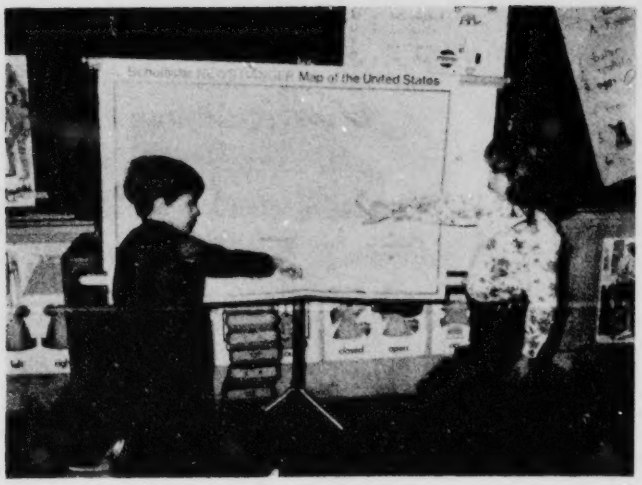
First grade students of Montfort School, St. Agatha, with their reading teacher, Mrs. Terry Ouellette and Mrs. Barbara Kavanagh, begin a project for their Louisiana "cousins."



Pictures of the class and of varied winter activities are compiled.

Students discuss these activities in a very original, creative way.

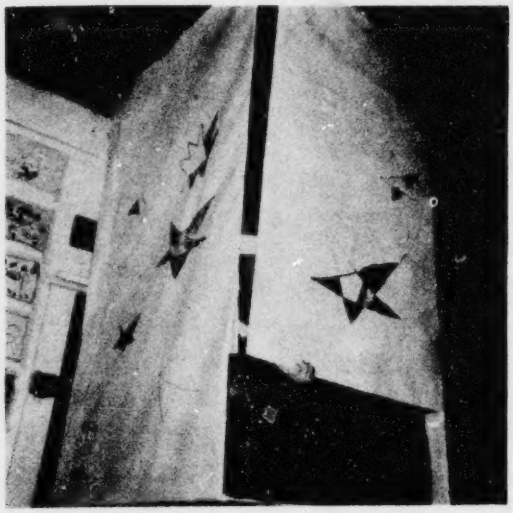
Map skills are begun as students point out the location of Maine and Louisiana.



Education In The Democratic Way

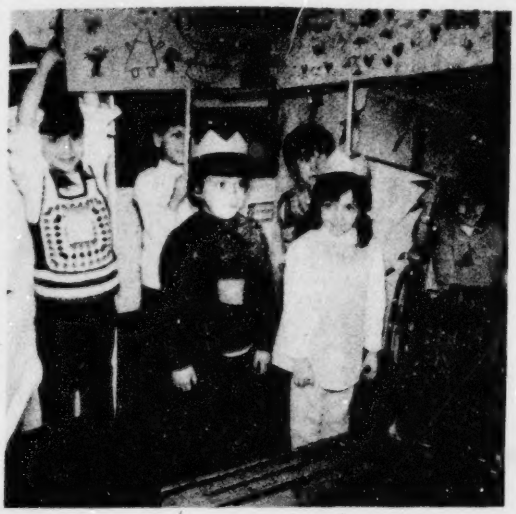
(Mrs. Linda Palmer's 1st Grade Class, St. Thomas School, Madawaska)

Students listen to peer campaign speeches.



Voting booths add to the seriousness of the classroom atmosphere.

Each child deposits his ballot in the ballot box.

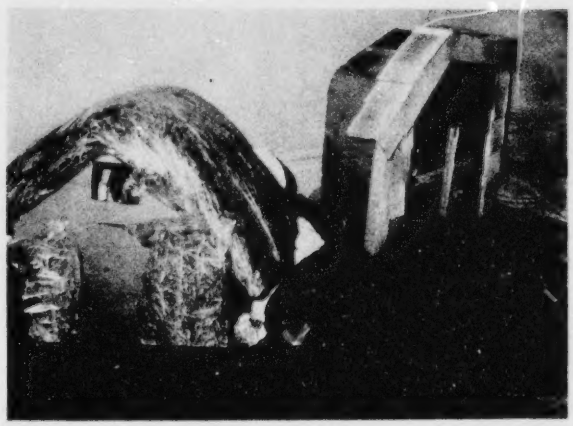


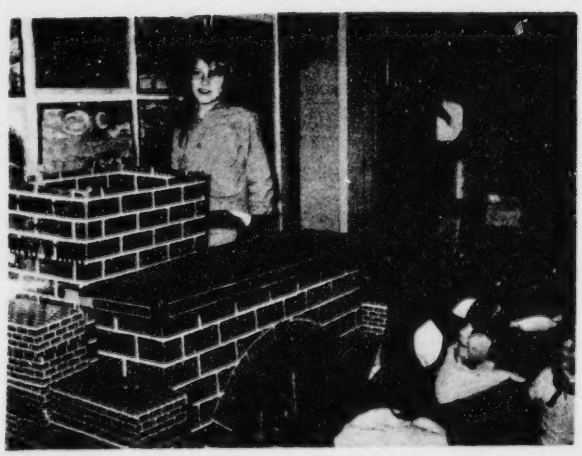
The proud winners at the first grade election: Mark Diaz and Sherry Labbe.

Who's Afraid Of The Big Bad Wolf?

(Learning to Read Can Be Fun!)

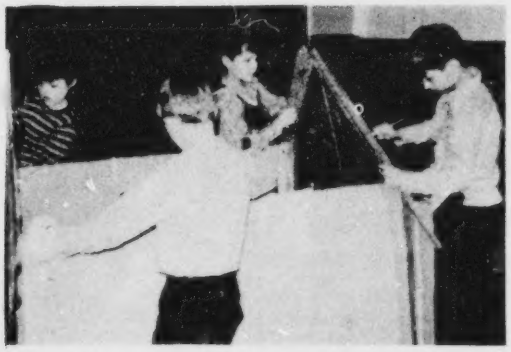
Sr. Bertha Michaud's second grade class of Evangeline School, Madawaska, under the direction of aide, Mrs. Fernande Dufour, learn that reading can be fun as a special play, "The Three Little Pigs" is read and dramatized.





The fire has been started and now the drama reaches its peak as "The Big Bad Wolf" begins his descent down the chimney, into the cauldron.

La Construction D'une Eglise



Teamwork, planning, cutting, painting, and construction all form part of Sister Elena Dionne's second grade (Keegan School) project -- an outgrowth of their French Social Science program.

"La Fête Des Rois"

(Epiphany - Jan. 6)

Pictured are a group of second grade students of Keegan School attending the coronation ceremony, along with their teacher, Mrs. Lorraine Ouellette and teacher-aide, Mr. Tom Cyr.

Proud finders of the bean and pea are King Carl Maldonado and Queen Patty Desjardins.

"BUDDING TALENT"

Once upon a
time there was a
MONSTER
who didn't know
his numbers. So
Campbells invented
number soup. What comes
after one?
More... More...
More...
So, he ate a lot
of soup and he
Learned his numbers.

Ricky Learnard

CAMPBELL SOUP COMPANY

CAMDEN, NEW JERSEY 08101

January 31, 1973

Mrs. L. Ouellette
5 Church Street
Van Buren, Maine

Dear Mrs. Ouellette:

Your recent note to our Robert C. Shaffer has come to our attention for reply.

Having some years ago been a school teacher, we certainly are sensitive to the efforts on the part of your seven year old student, Ricky. His graphics and copywriting abilities are showing talent at a tender age. Who knows, one day he may be in the advertising business.

We always enjoy hearing from our consumers, and in your case it was a particular pleasure. Thank you for sharing the experience with us.

Sincerely,

Dean E. Blair

Dean E. Blair
Advertising Manger - Soups

P.S. We're returning Ricky's artwork in case you or he wish to retain it. We're also sending along a ceramic Campbell Soup Mug for Ricky to enjoy his soup in.

Bienvenue A Notre Atelier D'Artisanat

(Les élèves de 3 ième année
de Mmes. Alphena Ayotte et Claudette Violette, Ecole St. Thomas, Maidawaska)

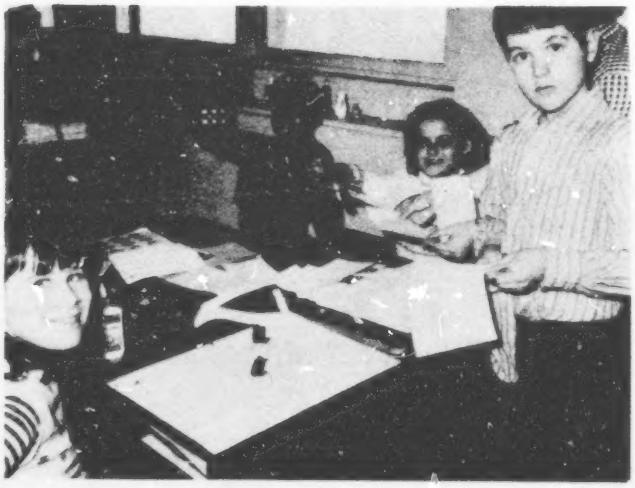
Quel plaisir de faire des peintures à l'eau en équipe!

Les élèves se plaisent à fabriquer leurs statuettes de plâtre à mouler qu'ils peignent avec de la gouâche ensuite.

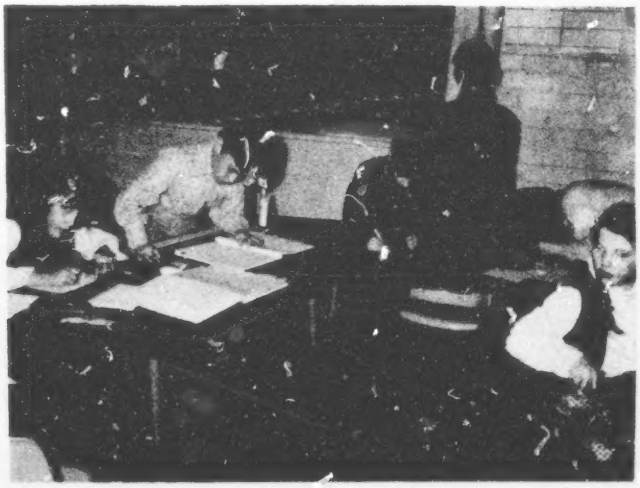
La peinture à l'huile leur donne des surprises quand ils plient leur papier marqué de points de différentes couleurs.

Entre les mains de ces élèves complètement absorbés en leurs chef-d'oeuvres, ces bouteilles couvertes de papiermâché feront de merveilleux cadeaux pour leurs parents.

It's Calendar Time!



Sr. Jeannette Roy's second grade class of Bailey School, Frenchville, actively participate in a project aimed at understanding what is involved in a calendar year.

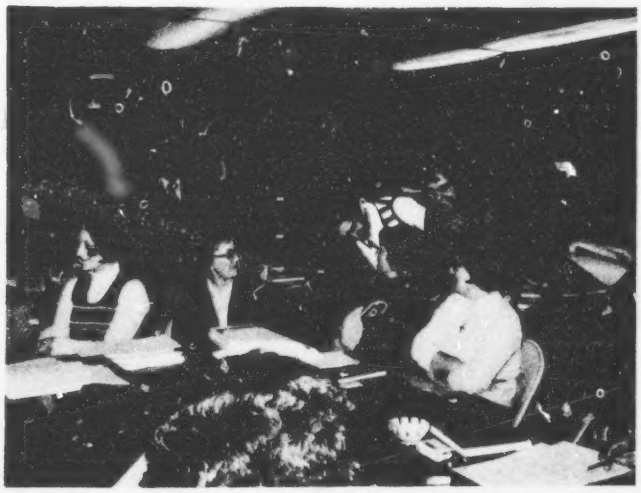


365 days are written much faster than they are lived -- but it is still quite a few days to write!

Creativity is given free reign as students illustrate their own personal calendar.

Students proudly display their own masterpieces of hard work. Surely a "year" means much more to them now.

It's That Time Again!



A joint meeting of third and fourth grade teachers, system coordinators, administrators, and Title VII staff was held on February 9 at the Title VII office, Madawaska. The purpose of this preliminary meeting was to familiarize the fourth grade teachers with the third grade Title VII objectives. The new team of fourth grade teachers have now begun planning the objectives of their curriculum.

THE WAR THE FRENCH ARE WAGING

So the French are evaluating their language! With wild fury, or so reporters tell us, they are attempting "to purify" themselves of English words. They view the purge as "setting their house in order."

With as much furious energy, there are American voices who are countercharging with accusations of treason as if international understanding was being threatened at its very foundation. The battle of witlessness inked over the incident hardly warrants the pompous verbiage. Has international news become so scarce that reporters have to pick at straws? Is freedom so wanting in greater causes that such a petty domestic quirk can ignite a linguistic revolution?

Whatever we may think about this new French preoccupation, there should be room for some measure of respect and civilized reporting in our press. The French are doing what they are doing because they have always said that they would do it.

During this century, European countries have been beset by wars, post-wars, unity wars, internal wars and cold wars. The people have had little leisure to check the tides which countered their cultural or linguistic aspirations. Our American influence has pervaded every fiber of their existence on the continent. From our vantage point, the results must generally be good. But only Europeans can appreciate the extremes of good or bad caused by our assistance -- or intrusion--into their daily lives.

The phenomenon of including English words in the French vernacular has never gone unnoticed in France. But it had always been said that with the waning needs of minding the "wars" some counter movement would be forthcoming. Such words as "bulldozer," "tanker," or "caterpillar," like so many other English words adopted during the warring years, were expedient conveniences for communication. But the words were never meant to be included permanently in the French language.

We do not want to quibble over international implications. But, like many reporters, we cannot jump with self-righteous surprise, outrage, or sarcasm, that the linguistic event is suddenly upon us.

If Frenchmen (like Voltaire's Candide who had traveled the world) want to settle in a small garden on the Loire, that should be fine with the world — and the reporters who vacation there!

Normand Dubé